

| Project Title | Funding | Strategic Plan Objective | Institution |
|--|-----------|--------------------------|--|
| Using Peer Models in the Context of Small-Group Direct Instruction to Teach Social and Academic Skills to Children with Autism | \$185,042 | Q4.L.D | Vanderbilt University |
| Using lag schedules of reinforcement to teach play skills to children with autism spectrum disorders in an early childhood classroom | \$0 | Q4.L.D | Chapin Hall at University of Chicago |
| Undergraduate Research Award | \$3,000 | Q4.L.D | University of Pennsylvania |
| Teaching Core Skills: Evaluating a Targeted Curriculum | \$1,750 | Q4.L.D | New England Center for Children |
| Supporting early educators in suddenly inclusive ASD settings – An intervention feasibility study | \$29,425 | Q4.L.D | University of Massachusetts, Boston |
| Preschool Reading and Language Interventions for Children with Autism | \$321,228 | Q4.L.D | University of Washington |
| Peer support and peer network interventions to improve peer relationships and school engagement | \$0 | Q4.L.D | Vanderbilt University |
| LEAP–USA follow-up project | \$0 | Q4.S.D | University of Colorado, Denver |
| Kit for Kids evaluation project: An initial evaluation of evidence-based peer education materials | \$9,984 | Q4.L.D | University of Kentucky |
| Improving social-communication and engagement of elementary students with autism spectrum disorders | \$0 | Q4.L.D | University of North Carolina |
| Improving social-communication, literacy, and adaptive behaviors for young children with autism spectrum disorders | \$0 | Q4.L.D | University of Kansas |
| Factors associated with positive outcomes for children and youth with autism: Secondary analysis of data from SEELS and NLTS2 | \$0 | Q4.L.D | SRI International |
| Examining the efficacy of classroom pivotal response teaching in classroom environments | \$403,996 | Q4.S.D | Rady Children's Hospital Health Center |
| Enhancing Reading Comprehension: An Anaphoric Cuing Procedure | \$1,750 | Q4.S.C | New England Center for Children |
| Efficacy of a Comprehensive School-Based Intervention for Children with High-Functioning Autism Spectrum Disorders (HFASDs) | \$828,257 | Q4.L.D | Canisius College |
| Efficacy and sustainability of the STAR program | \$0 | Q4.S.D | University of Pennsylvania |
| Do children with autism spectrum disorders prefer predictable schedules? | \$1,750 | Q4.S.C | New England Center for Children |
| Development of a social and communication intervention for preschoolers with autism | \$499,911 | Q4.L.D | Kennedy Krieger Institute |
| Developing a school-based social competence intervention (SCI) | \$0 | Q4.L.D | University of Missouri |
| Deployment focused model of JASPER for preschoolers with autism spectrum disorders | \$0 | Q4.L.D | University of California, Los Angeles |
| Contingency Analyses of Observing and Attending in Intellectual Disabilities | \$268,224 | Q4.S.G | University of Massachusetts, Worcester |
| Comprehensive autism program using Strategies for Teaching based on Autism Research | \$0 | Q4.S.D | Portland State University |

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| Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA) | \$1,879,805 | Q4.L.D | University of North Carolina |
| A randomized trial of the SCERTS curriculum for students with autism spectrum disorders in early elementary school classrooms | \$0 | Q4.S.D | Florida State University |
| Advancing Social-Communication and Play (ASAP): An intervention program for preschoolers with autism | \$653,343 | Q4.S.D | University of North Carolina |
| A Community-Based Executive Function Intervention for Low-Income Children with ADHD and ASD | \$0 | Q4.L.D | Children's Research Institute (CRI) Children's National Medical Center |

